

Language Arts

A Blueprint for Learning

The ***Blueprint for Learning*** is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

LANGUAGE ARTS

Kindergarten

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category	
I		Expand oral language through vocabulary instruction and experiences.
I		Speak clearly, properly, and politely.
I		Begin to use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
I		Give simple, two-step oral directions.
I		Participate in group discussion.
I		Participate in creative responses to text (e.g., response, discussion, and dramatization).
I		Ask and respond to questions from teacher and other group members.
I		Retell familiar stories.
I		Use familiar texts for recitations.
I		Dramatize, retell, and dictate what has been learned.
I		Listen attentively to speaker for specific information.
I		Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
I		Follow simple, two step oral directions.
I		"Pretend read" from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.
I		Understand that a phoneme is one distinct sound.
I		Distinguish letters from words.
I		Use sound stretching of one syllable words to identify each phoneme (cat, /c/, /a/, /t/).
I		Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to mom).
I		Segment one-syllable words into individual sounds and blend the sounds into whole words.
I		Recognize and produce rhyming words.
I		Recognize words that have same beginning and ending sounds.
I		Understand words are made up of one or more syllables (e.g., students clap syllables in words).
I		Understand that as letters of words change, so do the sounds (alphabetic principle).
I		Read simple text containing familiar letter-sound correspondences and high frequency words.
I		Participate in shared reading.
I		Begin to use word families and word walls.
I		Read some words by sight (e.g., the, has, an, can, run, and color and number words).
I		Relate background knowledge to make meaning from text.
I		Recognize a purpose for listening.
I		Make predictions about a story.
I		Identify front cover and back cover of a book.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

**NOTE: "A" Indicates the state curriculum (CRT) assessment only.
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.**

I		Recognize the family and community as resources for information.
I		Recite familiar poems (e.g., nursery rhymes, jump rope rhymes, etc.)
I		Use letter-sound matches to decode simple words.
I		Recall two to three events in order.
I		Ask questions about the text.
I		Use complete and coherent simple sentences when speaking.
I		Use logical words and appropriate word order to complete sentences or to respond to questions.
I		Visit libraries and regularly check out materials.
I		Participate in teacher-led experience stories.
I		Participate in the creation of experience stories.
I		Use repetitive text to reenact or retell stories.
I		Retell stories using illustrations.
I		Use correct grammatical constructions in own speech (e.g., “I will” rather than “Me will”).
I		Use correct verb and verb tense in sentences when speaking (present and past).
I		Dictate stories (e.g., to tape recorder, adult, or older student).
I		Dictate a new ending to a story.
I		Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
I		Recognize the difference between formal and informal languages.
I		Recognize and name all upper and lowercase letters of the alphabet.
I		Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.
I		Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).
I		Recognize sources of information (e.g., books, graphs, and computers).
I		Recognize that printed materials provide information.
I		Participate in discussions.
I		Share storybooks, poems, and environmental print.

Comprehension

I		Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).
I		Understand that print has meaning.
I		Read and explain own writings and drawings.
I		Understand that the way a word is pronounced can affect its meaning
I		Read as "an emergent reader" a favorite story with meaning and phrasing.
I		Use illustrations to preview a story or poem.
I		Participate in the creation of graphic organizers (e.g., KWL, charts).
I		Create mental pictures of the story (e.g., characters, setting).
I		Use pictures to discuss the main idea.
I		Build vocabulary by listening to literature and participating in discussions.
I		Build vocabulary by experiencing a wide range of types of stories.

KEY

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All the skills (“I” ... “D” ... “A” ... “M”) are addressed in classroom assessment.

I		Use a picture dictionary to determine word meaning.
I		Connect life experiences to a story or poem.
I		Predict what will happen next as the story is shared.
I		Retell the story in own words.
I		Draw conclusions based on the evidence in the story.
I		Use common illustrations to gain meaning from text.
I		Read for a variety of purposes (e.g., to gain information, for enjoyment, and to expand vocabulary).
I		Explore a variety of types of books and literary materials (e.g., picture books, alphabet and number books, poetry, storybooks, rhyming books, fairy tales, and song lyrics).
I		View various media types (e.g., posters, pictures, photographs, films, and videos).
I		Put in time order the events in a story (e.g., using books, videos, and films).
I		Identify favorite stories.
I		Recognize that intonation and volume of voice assist with meaning (<i>Go Now! or Go Now?</i>).

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

I		Brainstorm ideas with teacher and peers.
I		Draw pictures to generate ideas.
I		Construct graphic organizers (e.g., webs, charts, and diagrams) in a small or large group to organize information.
I		Use a variety of sources to gather information.
I		Pause voluntarily in the midst of writing to interpret what has been written (tracking).
I		Use a simple rubric to evaluate own writing/pictures and group work (e.g., happy face, stickers).
I		Make use of technology to publish writing.
I		Share orally completed work.
I		Discuss and react to writing.
I		Add descriptive words and details.
I		Incorporate illustrations and/or photographs.
I		Express thoughts, feelings and experiences through illustrations, dictation or writing.
I		Review personal collection to determine progress.
I		Self correct works in progress (e.g., pictures, shared writing).
I		Participate in the creation of experience stories.
I		Participate in teacher-led experience stories.

Product

I		Write to acquire and exhibit knowledge (e.g., own name-first and last, letters, and numbers).
I		Represent spoken language with illustrations and temporary and/or conventional spelling.
I		Write to entertain and inform (e.g., experience stories, pictures, and shared writing).
I		Participate in shared writing about social studies, science, the arts, and various classroom activities.

KEY

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I		Participate in shared writing about math (e.g., math journals).
I		Write, when given time, place, and materials.
I		Compose a variety of written works (e.g., published books, classroom books, and experience stories).
I		Maintain, with teacher assistance, examples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
I		Create a drawing, picture, sign, or other graphic symbols to respond to literature.
I		Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).
I		Write friendly notes using temporary/conventional spelling or with teacher assistance.
I		Dictate stories (e.g., to tape recorder, adult, or older student).
I		Review personal collection to determine progress.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

I		Form legible upper and lower case letters.
I		Write from left to right and top to bottom.
I		Use appropriate capitalization when writing names.
I		Recognize ending punctuation marks for statements and questions.
I		Recognize capitalization at the beginning of sentences.
I		Trace and reproduce letters and words correctly.
I		Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
I		Spell own first and last name.
I		Write consonant-vowel-consonant words with teacher assistance.

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LANGUAGE ARTS ***First Grade***

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category	
D		Expand oral language through vocabulary instruction and experiences.
D		Implement rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
D		Understand, follow, and give oral directions.
D		Participate in group discussions.
D		Participate in creative responses to text (e.g., choral reading, discussion, and drama).
D		Respond to questions from teacher and other group members.
I		Begin to narrate a personal story.
D		Dramatize or retell what has been learned, heard, or experienced.
D		Use familiar texts for recitations (e.g., stories and poems).
D		Listen attentively to speaker for specific information.
D		Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
D		Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
D		Recognize the difference between formal and informal languages.
D		Understand and follow simple, three-step oral directions.
D		Understand that printed materials provide information.
D		Demonstrate directionality by reading left to right and top to bottom.
I		Track print when being read to aloud.
D		Read and explain own writings and drawings.
I		Identify parts of a book (e.g., title page, table of contents).
I		Recognize that groups of words make sentences.
D		Recognize words that begin with the same sounds.
D		Recognize words that end with the same sounds.
D		Identify rhyming words.
D		Blend sounds together to form one-syllable words.
D		Segment one-syllable words into sounds.
I		Change targeted sounds to modify or change words.
D		Show awareness of syllables by clapping, counting, or moving objects.
D		Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
D		Decode phonetically regular, one-syllable words.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process

NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.

D		Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
I		Apply long and short vowel rules when decoding.
I		Begin to decode unknown words automatically.
I		Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.
I		Reflect punctuation of written text while reading orally.
I		Participate in guided, oral readings.
D		Demonstrate the automatic recognition of high frequency words.
I		Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.
I		Read independently daily.
D		Recite familiar texts to develop fluency, expression, accuracy, and confidence.
D		Participate in shared reading.
D		Manipulate word families, word walls, and word sorts.
I		Match oral words to written words.
D		Recognize rhyme in Mother Goose and other rhyming books.
D		Retell a story in correct sequence (e.g., using books, videos, and films).
I		Retell stories in their own words using sequencing words (e.g., first, next, and last).
D		Share storybooks, poems, newspapers, and environmental print.
I		Identify favorite stories, informational text, authors, and illustrators.
D		Recognize a variety of print items as sources of information (e.g., books, magazines, maps, charts, and graphs).
D		Recognize sources of information (e.g., books, maps, graphs, and charts).
D		Visit libraries/media centers and regularly check out materials.

Comprehension

D		Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
D		Build vocabulary through frequent read-alouds.
I		Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues, and structural analysis.
D		Develop a purpose for listening/reading.
D		Participate in activities to build background knowledge to derive meaning from text.
D		Make predictions about text.
D		Use illustrations to preview text.
D		Ask questions about the text.
I		Recognize errors in reading as they occur and self-correct.
D		Participate in discussions about text and relate to personal experiences.
D		Create graphic organizers (e.g., charts, lists).
D		Predict and adjust outcomes during read-alouds.
D		Recall three to four-step sequence of events.

KEY

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REPORTING CATEGORY

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WO=Writing Organization WP = Writing Process

NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.

D	Draw conclusions based on what has been read.
D	Recognize main idea in pictures, picture books, and texts.
I	Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, and web).
D	Visit libraries to use and view appropriate material.
I	Begin to develop content specific vocabulary.
I	Use text features to locate information (e.g., maps, charts, illustrations, and tables of contents).
I	Read for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).
D	Read and view various types of literature (e.g., picture books, storybooks, fairy tales, poetry, and lyrics to songs) and media (e.g., illustrations, the arts, films, and videos).
I	Explore nonfiction.
I	Identify characters, events, and settings in print and nonprint text.
I	Recognize main character(s) in print and nonprint text.
I	Determine whether a selection is real or fantasy.
D	Explore a wide variety of literature through read-alouds, tapes, and independent reading.
I	Identify favorite stories, informational text, authors, and illustrators.
I	Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
I	Determine the problem in a story and discover its solution.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D	Brainstorm ideas with teacher and peers.
D	Draw pictures to generate ideas.
D	Construct graphic organizers (e.g., webs, charts, and diagrams) as a small or large group to organize information.
D	Use a variety of sources to gather information.
I	Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.
I	Write in complete, coherent sentences.
D	Use descriptive words when writing.
I	Arrange events in logical/sequential order when writing or dictating.
D	Participate in teacher-led experience stories.
I	Reread draft and delete extraneous information.
I	Vary sentence types.
I	Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.
I	Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to support the writing process.
I	Identify words or phrases that could be added to clarify meaning after writing or dictating a story.
D	Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).

KEY

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REPORTING CATEGORY

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NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.

D		Discuss and react to writing.
I		Create readable documents with legible handwriting.
D		Review personal collection to determine progress.
D		Use technology to publish writing.
D		Share completed work.
D		Write to entertain and inform (e.g., stories, poems simple directions, journals, and friendly letters).
I		Write group stories with a beginning, middle, and end.

Product

I		Prepare a variety of written work (e.g., published books, classroom books, and experience stories).
D		Share completed work.
I		Create individual and classroom books.
I		Incorporate illustrations and photographs.
I		Write simple stories.
D		Write short accounts of personal experiences.
I		Summarize concepts presented in science (e.g., illustration, dictating sentences, or composing simple sentences).
D		Write stories using concepts presented in social studies.
D		Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words, and sentences).
I		Write in math journals, create math stories, and write explanations for problem solving.
D		Participate in shared writings about the arts and class activities.
D		Write, when given time, place, and materials.
D		Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
D		Dictate stories (e.g., to tape recorder, adult, or older student).
I		Write different endings to a story.
I		Summarize a story using simple sentences and illustrations.
I		Create class books based on literature selections.
D		Create and/or use an illustration, sign, or rebus symbols to respond to literature.
D		Write friendly notes, messages, and in journals.
I		Write stories, rhymes, and poems.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

I		Use nouns appropriately (e.g., singular and plural, possessive).
I		Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).
D		Use pronouns appropriately (e.g., subject and object agreement).
I		Use adjectives appropriately (e.g., vivid description words).
I		Capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.
D		Use correct punctuation at the end of simple declarative sentences and questions.

KEY

I = Introduced **D** = Developing **A** = State Assessed **M** = Mastered

REPORTING CATEGORY

C = Content **G** = Grammar **MG** = Meaning **T** = Techniques and Skills **V** = Vocabulary
WO=Writing Organization **WP** = Writing Process

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.

I		Identify and use contractions.
D		Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.
I		Spell high frequency words correctly.
D		Spell words correctly as appropriate to grade level.
I		Spell three- and four-letter short vowel words and phonetically spell sight words correctly.
I		Alphabetize words to the first letter.
I		Begin to develop dictionary skills through the use of a picture dictionary.
D		Use complete and coherent sentences when speaking.
I		Identify complete sentences.
I		Write a simple sentence.
I		Identify and correct incomplete sentences.
I		Combine two simple sentences into a compound sentence using the word "and."
I		Identify statements and questions by noting ending punctuation when writing and intonation when speaking.
I		Add endings to base words (e.g., -s, -ed, -es, -ing).
I		Identify simple abbreviations.
I		Understand punctuation (e.g., period, question mark).
I		Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.
D		Use temporary spelling to spell independently as necessary.

KEY

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REPORTING CATEGORY

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WO=Writing Organization WP = Writing Process**

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.**

LANGUAGE ARTS ***Second Grade***

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category	
D		Expand oral language through vocabulary growth.
D		Continue to implement rules for conversation.
D		Understand, follow, and give oral directions.
D		Participate in group discussion.
D		Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
D		Respond to questions from teachers and other group members.
D		Narrate a personal story.
I		Summarize lesson content.
D		Listen attentively to speaker for specific information.
D		Use appropriate listening skills (e.g., does not interrupt, faces speaker, and asks questions).
D		Listens and responds to a variety of media (e.g., books, audio tapes, and videos).
D		Recognize the difference between formal and informal languages.
D		Follow oral directions.
D		Add, delete, and change targeted sounds to modify or change words.
D		Identify and produce rhyming words.
D		Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
D		Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
D		Use known words to decode unknown words.
I		Apply knowledge of basic syllabication rules.
D		Read orally to develop fluency, expression, accuracy, and confidence.
D		Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
D		Demonstrate the automatic recognition of high frequency words.
D		Read a variety of texts with fluency, expression, accuracy, and confidence.
D		Participate in shared reading.
D		Match oral words to print words.
D		Identify a purpose for reading.
D		Participate in discussions about text.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process

NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.

D		Read and explain own writings.
D		Relate selection to personal experience.
I		Relate literary experiences to others (e.g., book reports, sharing favorite stories).
D		Participate in guided, oral readings.
D		Manipulate word families, word wall, and word sorts.
D		Share storybooks, poems, environmental print, and own writing.
D		Explore a wide variety of literature through read-alouds, tapes, and independent reading.

Comprehension

D		Listens and responds to a variety of media (e.g., books, audio tapes, and videos).
I		Recognize that groups of sentences make a paragraph and paragraphs make a story.
D		Recognize and use parts of a book (e.g., title, author, illustrator, table of contents, and glossary).
D		Understand punctuation (e.g., period, question mark, and exclamation mark).
D		Reflect punctuation within written text while reading orally.
D		Participate in guided, oral readings.
D		Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
D		Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues, and structural analysis).
I		Identify simple multiple-meaning words based on the appropriate meaning for the context.
D		Build vocabulary through frequent read-alouds.
D		Participate in activities to build background knowledge to make meaning from text.
D		Make predictions about text.
D		Use illustrations to preview text.
D		Create graphic organizers (e.g., KWL, webs, lists, story maps, and charts).
D		Connect life experience to information and events in texts.
D		Employ self-correction strategies (e.g., rereading, asking for help).
D		Predict and adjust outcomes during reading.
D		Draw conclusions based on evidence gained while reading.
D		Restate story events in order to clarify and organize ideas.
D		Recall the sequence of events in a story.
I		Recognize cause and effect.
D		Recognize the main idea in picture books and texts.
D		Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).
D		Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).
D		Use graphic organizers to aid in understanding material from informational texts.
D		Visit libraries and check out appropriate materials.
D		Develop content specific vocabulary.
D		Use text features to locate information (e.g., charts, maps, and illustrations).

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process

NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.

D		Read for various purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).
D		Read and view various types of literacy (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, and lyrics to songs) and media (e.g., illustrations, the arts, films, and videos).
I		Understand the main idea in a visual message (e.g., pictures, cartoons, and posters).
I		Explore folktales and fables.
I		Identify characters, plot, and setting in print and nonprint text.
I		Recognize how the main character and other characters interact with each other.
I		Identify types of stories (e.g., folktales, fables, and fairy tales).
D		Determine whether the events in the reading selection are real or fantasy.
I		Compare and contrast different stories.
D		Determine the problem in a story and discover its solution.
D		Visit libraries/media centers and regularly check out materials.
D		Identify favorite stories, informational text, authors, and illustrators.
D		Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Brainstorm ideas with teachers and peers.
I		Write key thoughts and questions, record reactions and observations.
D		Construct graphic organizers to establish understanding.
I		Select a focus for writing.
D		Use a variety of sources to gather information.
D		Compose first drafts using appropriate parts of the writing process.
D		Write in complete coherent sentences.
D		Uses temporary spelling to spell independently as necessary.
D		Arrange events in logical and sequential order.
D		Reread draft.
I		Sharpen the selected focus for writing.
I		Revise to clarify and refine writing (e.g., rearrange words, sentences, and paragraphs) and provide more descriptive detail.
I		Evaluate own and others' writing through small group discussion and shared work.
I		Incorporate suggestions from peers and teachers.
I		Edit for complete sentences.
D		Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to aid in proofreading.
D		Identify words or phrases that could be added to clarify meaning of written stories.
D		Use a simple rubric to evaluate own writing and group work.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
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D		Use technology to publish writing.
D		Create readable documents with legible handwriting.
D		Share completed work.
I		Describe setting, characters, and events in detail.

Product

D		Incorporate photographs or illustrations in written works.
D		Review personal collection to determine progress.
I		Prepare a variety of written work (e.g., published books, stories, and book reports).
I		Write a narrative having a beginning, middle, and end.
I		Write accounts of personal experiences.
D		Write group stories with a beginning, middle, and end.
D		Summarize concepts presented in science (e.g., illustrations, sentences, and paragraphs).
D		Write stories about concepts presented in social studies.
D		Write in math journals, create math stories, and write explanations for problem solving.
D		Participate in shared writings about the arts and personal activities.
D		Write stories and poems.
D		Write, when given time, place, and materials.
I		Write to express opinions and judgments.
D		Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
D		Dictate or write stories (e.g., to tape recorder, adult, or older student).
D		Write a different ending to a story.
I		Write about a favorite character or favorite part of a story.
I		Compose a note or questions for a favorite author.
D		Summarize a story.
D		Write for a variety of purposes (e.g., friendly notes, invitations, messages, poems, and journals).
I		Write stories with a logical sequence.
I		Write descriptive sentences.
I		Write a report.
D		Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).
D		Write to entertain and inform (e.g., stories, poems, riddles, friendly letters, two or three step directions, and journals).

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

D		Use nouns appropriately (e.g., singular and plural, common and proper, and possessives).
D		Use verbs appropriately (e.g., past and present tense, agreement, action and linking, and irregular).
D		Use pronouns appropriately (e.g., pronoun case, subject and object agreement).

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D		Use adjectives appropriately (e.g., descriptive, comparative, and superlative).
D		Capitalize the first word of a sentence, names, pronoun “I,” and proper nouns.
D		Use correct punctuation at the end of declarative sentences, exclamatory sentences, and questions.
I		Use commas correctly in a series of one-word items (e.g., apples, oranges, and pears).
D		Form contractions using apostrophes.
D		Write legibly in manuscript.
D		Spell high-frequency words correctly.
D		Spell words correctly as appropriate to grade level.
D		Spell basic short-vowel, long-vowel words and consonant blend patterns.
I		Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).
D		Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
D		Use a dictionary to spell words correctly and to verify spelling.
D		Arrange words in alphabetical order to the second letter.
D		Recognize common abbreviations and contractions.
D		Add endings to base words to make new words (e.g., -ed, -ing, and -es).
I		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).
D		Distinguish between complete and incomplete sentences.
D		Identify and use statements, questions, and exclamatory sentences in writing and speaking.
D		Combine simple sentences into compound sentences.
I		Apply elements of language (e.g., end marks, capitalization, and commas in a series).
D		Understand punctuation (e.g., period, question mark, and exclamation mark).

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LANGUAGE ARTS **Third Grade**

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.

Oral Language / Decoding

Key	Reporting Category	
D		Show evidence of expanding oral language through vocabulary growth.
D		Build vocabulary by listening to literature and participating in discussion.
D		Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions).
D		Understand, follow, and give oral directions.
D		Respond to questions from teachers and other group members and pose follow-up questions for clarity.
D		Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
D		Summarize orally what has been learned or accomplished after completing an activity or assignment.
I		Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation.
D		Listen attentively to speaker for specific information.
D		Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
D		Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
D		Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic representations).
D		Recognize the difference between formal and informal languages.
D		Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
A	V	Distinguish individual sounds including consonant blends within words.
D		Add, delete, and change targeted sounds to modify or change words.
A	V	Identify and/or select rhyming words.
D		Use knowledge of letter-sound correspondence knowledge and structural analysis to decode.
D		Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes).
A	V	Recognize root words and their various inflections (walks, walking, walked).
D		Read with increasing fluency (using appropriate timing, intonation, and expression) and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading with tapes).
D		Participate in guided oral reading.
D		Demonstrate the automatic recognition of high frequency words.
I		Decode multi-syllabic words not yet known as sight words.
D		Participate in activities to build background knowledge to make meaning from text.
D		Express reactions and personal opinions in response to a selection.
D		Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs, and reports) and social studies (e.g., illustrations, sentences, paragraphs, and reports).
D		Summarize a story.

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Comprehension

A	V	Determine word meaning within context using prefixes and suffixes.
A	V	Determine word meanings through the use of context clues.
D		Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.
A	V	Recognize grade appropriate vocabulary within context.
A	V	Select appropriate synonyms and antonyms within context.
A	V	Determine correct meaning/usage of multiple meaning words.
D		Manipulate word walls and word sorts.
D		Build vocabulary by reading a wide range of text types inside and outside the classroom.
D		Identify a purpose for reading (e.g., for information, enjoyment, and understanding a writer's position).
A	MG	Select questions used to focus and clarify thinking while reading.
D		Draw conclusions based on evidence gained while skimming and reading.
D		Predict outcomes based upon prior knowledge and adjust as knowledge is gained while reading.
D		Use metacognitive reading strategies to monitor comprehension (e. g., reread, read ahead, adjust reading speed).
D		Create a mental image.
A	C	Determine the sequence of events in a story.
A	MG	Identify stated cause and effect relationships in text.
I		Discuss similarities and differences in text events, characters, and character actions.
A	MG	Distinguish between fact and opinion within text.
A	MG	Identify the stated main idea of a reading selection.
D		Recognize the stated/implied main idea of the text.
I		Discuss author's purpose for writing.
A	MG	Determine appropriate inferences from text.
D		Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).
I		Use self-correction strategies while reading (e.g., pausing, rereading, and asking for help).
D		Read for literary experience and enjoyment, to gain information, perform a task, expand vocabulary, and build fluency.
D		Read and view various literary (e.g., short stories, fairy tales, nonfiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, and video) types.
D		Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, and photographs).
A	C	Identify setting, characters, and plot in a reading situation.
I		Differentiate between main and minor characters.
D		Determine the problem in a story, discover its solution, and consider alternate solutions.
A	C	Determine the problem in a story and recognize its solution.
D		Identify types of stories (e.g., folktales, fables, and fairy tales).
A	C	Recognize basic plot features of fairy tales, folk tales, fables, and myths.
D		Compare and contrast different versions/representations of similar stories, legends, lessons, or events reflecting different cultures.
I		Explore the concept of first person point of view.
D		Develop and maintain content specific vocabulary.
D		Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
D		Recognize and use parts of text (e.g., title, table of contents, glossary, and index).
I		Recognize and use common text features (e.g., headings, key words, and graphics).
A	C	Identify different forms of text (e.g., poems, plays, and stories).

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D		Make predictions using text features (e.g., illustrations and graphics).
D		Preview text using illustrations, graphics, text format, text structures, and skimming.
A	T	Recognize how illustrations support the text.
A	T	Select information using available text features (e.g., maps, charts, and graphics).
D		Use outside resources to access information (e.g., family and community).
D		Use media sources to access information (e.g., online catalog, nonfiction books, encyclopedias, CD-ROM references, and internet).
D		Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers).
A	T	Recognize the parts of a book (e.g., table of contents, and glossary).
D		Visit libraries/media centers and regularly check out materials.
D		Read longer narrative and expository text independently including chapter books.
D		Select literature based on personal needs and interests from a variety of types and by different authors.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Brainstorm ideas with teacher and peers.
D		Identify the purpose for writing: to acquire and exhibit knowledge (e.g., paragraphs, reports and answer questions), to entertain (e.g., stories, poems, riddles, and cartoons), to write to inform (e.g., friendly letters, reports, invitations, journals, notes, and lists), write in response to a prompt (e.g., to respond to a picture, story, and art).
A	WP	Choose the most specific word to complete a simple sentence.
A	WP	Identify the purpose for writing (i.e., to entertain, inform, exhibit knowledge, respond to a picture, story, or art).
A	WO	Complete a simple graphic organizer to group ideas for writing (e.g., webbing).
A	WP	Identify the audience for which a text is written.
A	WO	Select the best title for a text.
D		Use a variety of sources to gather information.
D		Write in complete sentences using descriptive language.
I		Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
A	WO	Choose a topic sentence for a paragraph.
A	WP	Choose a supporting sentence that best fits the content and flow of ideas in a paragraph.
A	WP	Identify unnecessary information in a paragraph.
A	WO	Complete a simple graphic organizer (i.e., charts, graphs, and diagrams) arranging information to be used in a writing sample.
A	WO	Rearrange events in sequential order.
A	WO	Rearrange sentences to form a sequential, coherent paragraph.
D		Compose first drafts using appropriate parts of the writing process.
A	WO	Rearrange a story sequentially with a logical beginning, middle, and end.
D		Incorporate photographs or illustrations.
I		Use correct page format (e.g., paragraphs, margins, indentations, and titles).
D		Use a rubric to evaluate own and others' writing.
D		Revise writing to improve detail after determining what could be added or deleted (e.g., reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions and vary sentence structures).

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D		Evaluate own and others' writing through small group discussion and shared work.
I		Identify opportunities for publication (e.g., national and/or local contests, websites, newspapers, and periodicals).
A	T	Identify the most reliable source of information for preparing a report.
I		Record and evaluate suggestions and reactions with peers.
I		Recognize positive features and give feedback to peers.
D		Review personal collection to determine progress.
D		Use technology to publish writing.

Product

D		Gather and record information on a topic.
D		Write key thoughts and questions, record reactions, observations, and group related ideas.
D		Write stories that have a beginning, middle, and end.
D		Produce a variety of written works (e.g., literature responses, reports, "published" books, and book reports) in various formats.
D		Create individual and classroom books, stories, and poems.
I		Write in response to a narrative prompt.
I		Write an account based on personal experience that has a clear focus and supporting details (e.g., use illustrations and lists).
D		Write in math journals, create math stories, and write explanations for problem solving.
D		Participate in shared writings about the arts and personal activities.
I		Write brief descriptions of a real object, person, place, or event using sensory details.
D		Write to express opinions and judgments.
I		Write for personal enjoyment using individual expression and creative imagination.
D		Write a different ending to a story.
D/I		Write to describe story elements (e.g., setting, characters, plot, problem, and solution/conclusion).
I		Compare characters, settings, and events within and between stories.
I		Write a descriptive paragraph, a narrative paragraph, a how-to paragraph, and a compare-contrast paragraph.
D		Write a variety of poems, a friendly letter, and in a journal.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

D		Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject and verb agreement in a simple sentence); and sentence structure (e.g., elimination of fragments) when writing and editing.
A	G	Identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e., present, past, and future), and adjectives (i.e., comparative and superlative) within content.
D/I		Use verbs appropriately (e.g., past, present, and future tenses, irregular verbs, and agreement with simple and compound subjects).
D/I		Use pronouns appropriately (e.g., subject and object, pronouns, substitution for nouns, and agreement with antecedents).
D/I		Use adjectives appropriately (e.g., vivid descriptive words, comparative/ superlative, and articles).
I		Use adverbs appropriately (e.g., common formation and placement in a sentence).
I		Recognize usage errors (e.g., double negatives, troublesome words [to, two; their, there, they're]).
A	V	Recognize grade level compound words, contractions, and common abbreviations within context.
D		Use capitalization when writing names and dates.

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A	G	Identify correctly used capital letters in names, dates, and addresses.
D		Use capitalization when writing cities and states, addresses, holidays, and titles of books.
A	G	Recognize correct capitalization and end punctuation within context.
A	G	Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.
D		Use correct punctuation (e.g., end punctuation, periods in initials, abbreviations and titles before names; colon between hour and minutes, and parts of a friendly letter).
D		Recognize and use contractions and possessives using apostrophes.
D/I		Write legibly in manuscript and in cursive.
D		Spell high-frequency words correctly.
D		Spell correctly commonly misspelled words as appropriate to grade level.
D/I		Spell correctly words that have blends, contractions, and orthographic patterns (e.g., consonant doubling, changing "y" to "i," dropping the final silent "e" before adding the suffix).
I		Form and spell contractions, plurals, and possessives correctly.
A	G	Choose the correct formation of contractions and plurals within context.
D		Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, card catalog, and phone directory).
A	T	Rearrange and identify words in alphabetical order (e.g., lists, telephone directory).
D		Use a dictionary and other resources to verify spelling.
D		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases).
A	G	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two, there, their, they're).
D/I		Identify and use statements, questions, commands, and exclamatory sentences in writing and speaking.
A	G	Identify declarative, interrogative, and exclamatory sentence by recognizing appropriate end-marks.
A	G	Select the simple subject and predicate of a sentence.
D		Recognize complete sentences; edit incomplete sentences and run-on sentences.
A	WP	Select the best way to combine sentences in order to provide syntactic variety within context.
D		Combine sentences using compound subjects and/or predicates.
A	WP	Select the compound sentence that correctly combines two simple sentences.
D		Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, and student generated word books) to aid in proofreading.
D		Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
A	T	Identify correctly (or incorrectly) spelled words in context.
D		Use resources (e.g., dictionaries, thesaurus, and computer) to aid in the writing process.

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LANGUAGE ARTS

Fourth Grade

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.

Oral Language / Decoding

Key	Reporting Category	
D		Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
D		Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).
D		Understand, follow, and give oral multi-step directions which may include illustrations.
D		Formulate and respond to questions from teachers and other group members.
D		Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
I		Retell a story from a different point of view.
D		Discuss similarities and differences in events and characters using evidence cited in two or three texts.
D		Summarize orally what has been learned or accomplished after completing an activity or assignment.
D		Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, and science projects).
I		Express thoughts and feelings using colorful, fully elaborated descriptions.
I		Present and/or perform original or published literary work with a group and/or individually.
I/D		Use different voice levels and speech patterns for small groups, informal discussions, and reports.
D		Express reactions and personal opinions to a selection.
I		Interpret and use a variety of nonverbal communication techniques (e.g., gestures, facial expression, and posture).
I		Participate in recitations of assigned/self-selected passages.
D		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, and read-alouds).
A	T	Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).
D		Understand rhyming patterns in printed materials.
D		Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, and beat).
D		Expand understanding and use of root words, prefixes, and suffixes to decode words.
D		Understand, recognize, and use spelling patterns, syllabication and word families to decode words.
D		Decode unknown grade level words by utilizing learned strategies.
D		Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, and echo reading).
D		Read with fluency using appropriate pronunciation, expression, rate, and confidence from a variety of texts (e.g., poetry, drama, current events, and novels).
D		Participate in guided oral reading.
I		Adjust speed based on the purpose for reading and reading level.
D		Read independently daily.

Comprehension

D		Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index).
A	C	Identify different forms of text (e.g., poems, drama, fiction and nonfiction).

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A	C	Recognize plot features of fairy tales, folk tales, fables, and myths.
D		Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
D		Build vocabulary by reading from a wide variety of text and literary genres.
A	V	Use prefixes, suffixes, and root words as aids in determining meaning within context.
A	V	Choose a logical word to complete an analogy using synonyms and antonyms.
A	V	Determine the meaning of unfamiliar words and multiple meaning words using context clues, dictionaries, and glossaries.
A	V	Select appropriate synonyms, antonyms, and homonyms within context.
D		Foster word consciousness (e.g., word play, word walls, and word sorts).
D		Continue to use context clues to determine the correct meaning/usage of multiple meaning words.
D		Set a purpose for reading (e.g., to understand, enjoy, solve problems, and locate specific information/facts).
A	MG	Make predictions about the text.
D		Make predictions about the text using text features (e.g., title, author, illustrations, and text format).
I		Relate text to personal and historical experiences, current events, as well as previously read print and nonprint media.
A	V	Recognize and use grade appropriate vocabulary within text.
A	MG	Select questions to clarify thinking.
D		Predict outcomes based on prior knowledge and adjusting appropriately.
D		Use self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
D		Create mental images.
D		Make inferences, verify or modify the pre-reading purpose, draw conclusions based on evidence gained, and select main idea and supporting details from text.
A	MG	Identify the author's purpose (e.g., to entertain, inform, persuade, and share feelings).
I		State reasonable generalizations in reference to two pieces of text on a similar topic.
I		Locate information to support opinions, predictions, and conclusions.
A	MG	Recognize cause and effect relationships within context.
A	MG	Evaluate texts for elements of fact/opinion and reality/fantasy.
D		Distinguish between fact and opinion within text.
I		Identify and interpret figurative language (e.g., idioms, similes, metaphors, and personification).
I		Recognize the theme of a single passage.
D		Read for literary experience, to gain information, to perform a task, and to expand vocabulary.
D		Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, and nonfiction) and media (e.g., photographs, the arts, films, and video) genres.
I		Use and discern appropriate reference sources in various format (e.g., interviews with family and community, encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers).
A	T	Identify the most reliable sources of information for preparing a report.
A	MG	Determine appropriate inferences and draw conclusions from texts.
D		Compare and contrast literary works.
I		Use current technology as a research and communication tool for personal interest, research, and clarification.
I		Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).
D		Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
A	T	Interpret information using a chart, map, or timeline.
I		Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, and magazines) on daily life.

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D		Gather and record information on a research topic using two different sources.
A	T	Locate information to support opinions, predictions, and conclusions.
A	T	Select sources from which to gather information on a given topic.
D		Develop and maintain vocabulary specific to content and to current events.
A	T	Use table of contents, title page, and glossary to locate information.
D		Use available text features (e.g., maps, charts, graphics, appendices, tables of contents, glossaries and illustrations) to make meaning from text.
A	T	Use available text features (e.g., graphics, glossaries and illustrations) to make meaning from text.
A	T	Use headings, graphics, and captions to make meaning from text.
D		Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
D		Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).
D		Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, and biographies).
D		Determine the problem of a story, discover its solution, and consider alternate solutions.
A	C	Determine the problem of a story and discover its solution.
I		Sequence the events of a selection from beginning to end, determining how the incidents are connected, and lead to a solution/conclusion.
A	C	Indicate the sequence of events in print (fiction and nonfiction) and in nonprint texts.
A	C	Identify character, setting, and plot in a passage.
D		Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.
I		Make inferences about print and nonprint text.
I		Compare and contrast events and characters using evidence cited from print and nonprint text(s).
D		Compare and contrast different versions/representations of the same story/events that reflect different cultures.
I		Distinguish between first and third person points of view.
I		Explore the concept of theme.
D		Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, and personification).
D		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, and recommendation of others).
I		Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.
D		Experience and develop an awareness of literature that reflects a diverse society.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

A	WP	Identify the audience for which a text is written.
I		Retell a story from a different point of view.
A	WP	Identify the purpose for writing (i.e., to entertain, to inform, and to share experiences).
D		Generate and focus ideas through brainstorming and peer discussions.
D		Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, and listing).
D		Use print and nonprint materials along with prior knowledge to provide background for writing.
A	WP	Complete a graphic organizer (e.g., listing, clustering, story maps, and webs) to group ideas for writing.
I		Select and refine a topic.
A	WO	Choose a topic sentence for a paragraph.

KEY

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REPORTING CATEGORY

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A	WO	Select details that support a topic sentence.
A	WO	Choose the supporting sentence that best develops a topic sentence.
D		Develop a topic sentence with supporting details and concluding sentence to form a paragraph.
A	WO	Select the best title for a text.
A	WO	Rearrange sentences to form a sequential, coherent paragraph.
A	WO	Rearrange events in a sequential or chronological order in a writing selection.
A	WP	Identify sentences irrelevant to a paragraph's theme or flow.
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
D		Determine appropriate audience.
D		Begin to establish a purpose/focus for writing and select a format based on the purpose.
I		Investigate content specific topics to gather information and write.
I		Use experiences from the arts to write creatively and expressively.
A	WO	Select an appropriate concluding sentence for a well developed paragraph.
D		Introduce writing in the expository mode (e.g., explanatory paragraph, "how to" paragraph).
D		Participate in peer review and editing.
D		Review personal collection to determine progress and evaluate work.
I		Acknowledge and discuss diversity of individual writing styles.
D		Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals, and school displays).
D		Use classroom and state rubrics as guides for writing.
D		Incorporate vivid language.
A	T	Identify similes and metaphors.
D		View, read, or listen to examples of various writing styles.
D		Arrange multi-paragraph work in a logical and coherent order.
A	WO	Supply a missing piece of information in a simple outline.
I		Write and think freely while drafting.
I		Write with a sense of audience.
A	WO	Select appropriate time-order or transitional words to enhance the flow of the writing sample.
D		Use correct page format (e.g., paragraphs, margins, indentations, and titles).
D		Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.
D		Proofread using reference materials.
D		Use a computer or other technological tools as editing tools.
D		Develop and use classroom rubrics for written work.
I		Introduce and use the state assessment rubric.
D		Incorporate photos, illustrations, charts, tables, or graphs.
D		Use technology for publishing individual and group work.
I		Begin to develop a voice.
A	WP	Select the best way to correct incomplete sentences within context.
A	WP	Select the best way to combine sentences to provide syntactic variety within context.

Product

D		Write in response to a standard prompt and/or select a prompt from two choices.
D		Produce a variety of written works (e.g., literature response, reports, "published" books, group or paired writing).

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I		Practice response to assigned prompts in timed situations.
D		Write with developed characters, setting, and plot.
D		Write with well-developed organizational structure, sequence of events, and details.
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor).
D		Compose and respond to original questions and/or problems from all content areas.
D		Use media (e.g., photographs, films, videos, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.
D		Use writing to explain procedures used to solve problems encountered in content areas (e.g., science lab experiments, math problems).
D		Write a letter to/as a character in a written work.
D		Create an optional ending for a story.
D		Write poems, stories, journal entries, and essays based upon personal reflections, observations, and experiences.
D		Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).
D		Write a narrative including sensory details, a descriptive paragraph that includes vivid language, and an expository/"how to" paragraph with multiple steps.
D		Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication) and to inform a particular audience about a specific issue.
D		Write a paper to compare/contrast two people, places, things, or ideas.
I		Write a research report using a single source and notes taken using the source.
D		Write friendly and business letters.
I		Write an autobiographical account.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use of nouns (e.g., singular and plural, common and proper, singular and plural possessives), verbs (i.e., agreement, tenses, action and linking) and adjectives (i.e., comparison forms and articles) within context.
A	G	Identify the correct usage of pronouns (i.e., subject, object, and agreement) and adverbs (i.e., comparison forms and negatives) within context.
D		Use pronouns appropriately (e.g., subject, object, and possessive; singular and plural; agreement with antecedents).
D		Use verbs appropriately (e.g., action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects).
D		Use adjectives appropriately (e.g., proper comparison forms, articles).
A	G	Recognize usage errors occurring within context (e.g., double negatives, troublesome word groups, [i.e., to, too, two, there, their, they're, its, it's]).
A	WP	Identify correctly used capital letters with names, dates, addresses, and the beginning of sentences within context.
D		Use correct capitalization (e.g., titles, abbreviations, quotations, and parts of a friendly letter).
D		Use correct punctuation at the end of sentences.
A	G	Identify the correct usage of commas (e.g., series, dates, addresses, friendly letters, introductory words, and compound sentences) within context.
A	G	Choose the correct use of quotation marks and commas in direct quotations.
A	G	Choose the correct formation of plurals, contractions, and possessives within context.
D		Abbreviate words correctly.
D		Spell high frequency words correctly.
A	V	Identify grade level compound words, contractions, and common abbreviations within context.
D		Spell correctly words commonly used in content specific vocabulary.

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D		Spell plurals and possessives correctly.
D		Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
D		Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).
A	T	Identify correctly or incorrectly spelled words in context.
D		Identify and correctly spell homonyms within the context of sentences or phrases.
D		Proofread and edit for accuracy of spelling using appropriate strategies.
D		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of more detailed words and phrases).
A	G	Identify sentences with correct subject-verb agreement (person and number).
D		Recognize and edit incomplete sentences and run-on sentences.
D		Combine simple sentences into compound sentences.
D		Combine sentences using compound subjects and/or predicates.
A	G	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

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LANGUAGE ARTS

Fifth Grade

READING

The student will develop reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts.

Oral Language/Decoding

Key	Reporting Category	
M		Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
M		Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).
M		Understand, follow, and give oral, multi-step directions that may include illustrations.
M		Formulate and respond to questions from teachers and other group members.
M		Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
M		Summarize orally what has been learned or accomplished after completing an activity or assignment.
D		Create and deliver an oral presentation (including an introduction and conclusion) that uses visual aids and comes from several sources.
D		Use different voice levels and speech patterns for informal discussions and formal reports.
D		Interpret and use a variety of nonverbal communication (e.g., gestures, facial expression, and posture).
D		Present and/or perform original or published literary work with a group and/or individually.
D		Participate in recitations of assigned/self-selected passages.
A	T	Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of content).
A	T	Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, and sidebars).
D		Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, and autobiographies).
D		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, and read alouds).
D		Understand rhyming patterns in printed materials.
A	T	Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme and repetition).
A	V	Recognize root words, prefixes, suffixes and syllabication as aids in determining meaning within context.
D		Understand, recognize, and use spelling patterns and word families to decode words.
D		Decode unknown grade level words using learned strategies and verify word meaning within the context.
A	V	Recognize and use grade appropriate vocabulary within context.
D		Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).
D		Read with fluency and confidence from a variety of text, (e.g., poetry, drama, newspapers, novels, and textbooks).
D		Participate in guided oral reading.
D		Read orally using appropriate pronunciation, expression, and rate.
D		Adjust speed based on the purpose for reading and reading level.
D		Read independently daily.

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Comprehension

D		Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
D		Build vocabulary through frequent read alouds.
D		Infer word meaning using roots, prefixes, and suffixes.
A	V	Determine word meanings within context.
A	V	Identify compound words, contractions, and common abbreviations within text.
A	V	Select appropriate synonyms, antonyms and homonyms within context.
D		Foster word consciousness (e.g., word play, word walls, and word sorts).
A	V	Determine the correct meaning/usage of multiple-meaning words within context.
A	V	Select a logical word to complete an analogy using synonyms, antonyms, categories, and subcategories.
D		Explore the impact of vocabulary in evaluating ideas, information, and experience.
I		Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).
D		Build vocabulary by reading from a wide variety of text and literary genres.
D		Set a purpose for reading (e.g., to understand, to interpret, to enjoy, and to solve problems to locate specific information to discover models for writing).
D		Utilize reference sources to build background for reading.
D		Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, and outlining).
D		Explore significant words to be encountered in selected/assigned text.
M		Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).
D		Make predictions about text using text features (e.g., title, author, illustrations, and text format).
A	MG	Recognize reasonable predictions of future events within a given context.
D		Relate text to prior personal and historical experiences, current events, as well as previously read print and nonprint media.
A	MG	Select questions used to focus and clarify thinking before, during, and after reading the text.
D		Predict outcomes based upon prior knowledge and adjust appropriately.
D		Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
D		Create mental images.
D		Express reactions and personal opinions to a selection.
D		Make inferences and recognize unstated assumptions.
D		Verify or modify the pre-reading purpose.
D		Draw conclusions based on evidence gained.
A	C	Identify the sequence of events in fiction and nonfiction selections.
A	MG	Select stated or implied main idea and supporting details from text.
A	C	Identify the author's purposes (i.e., to inform or to entertain).
D		Discuss similarities and differences in events and/or characters using evidence cited in three or more texts.
D		Select, prioritize, and organize information to meet a specific purpose.
D		State reasonable generalizations in reference to two or more texts on a similar topic.
A	T	Identify information to support opinions, predictions, and conclusions.
A	MG	Identify stated or implied cause and effect relationships.
A	MG	Distinguish between elements of fact/opinion and reality/fiction.
A	T	Identify similes, metaphors, personification, and hyperbole in context.
D		Identify idioms and imagery.

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D		Recognize a common theme between two passages.
A	C	Determine whether the theme is stated or implied within a passage.
D		Reflect upon comprehension strategies utilized to make meaning from text.
D		Use appropriate reference sources in various formats (e.g., interviews with family, community leaders, and government leaders; encyclopedias; card/electronic catalogs; almanacs; newspapers; and periodicals).
D		Use media (e.g., photographs, videos, films, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.
D		Use current technology as a research and communication tool for personal interest, research, and clarification.
D		Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters and diaries, directions, and internet sites).
D		Use the dictionary, glossary, thesaurus, and other word-referenced materials.
D		Skim materials to develop a general overview of content or to locate specific information.
D		Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).
D		Develop notes that include important concepts, summaries, paraphrase, and identification of reference sources.
D		Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, and periodicals) on daily life.
I		Identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).
D		Gather and record information on a research topic using three or more sources.
D		Develop and maintain vocabulary specific to content and to current events.
D		Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
D		Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).
D		Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).
D		Read for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.
A	C	Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies and autobiographies).
D		Predict and determine the sequence of events in a story including possible problems and solutions.
A	C	Identify setting, characters, and plot in a passage.
A	C	Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
A	C	Identify, using a graphic organizer, placement of events.
I		Identify the conflict of the plot.
I		Interpret a character's feelings and identify his motives.
I		Trace changes in the main character and describe how this affects the plot.
A	MG	Determine inferences from selected passages.
I		Identify how cultural, ethnic, and historical eras are represented in print and nonprint texts.
D		Compare and contrast events and characters using evidence cited from print and nonprint text(s).
D		Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.
A	C	Select the appropriate summary statement for a given passage.
D		Retell a story from a different point of view.
A	C	Recognize that a story is told from the first person point of view.
D		Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).
D		Visit libraries/media centers and book fairs to explore books.

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D		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, genres, and recommendation of others).
D		Read daily from self-selected materials.
D		Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic expressions).
D		Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.
D		Experience and develop an awareness of literature that reflects a diverse society.
D		Choose to read as a leisure activity.

WRITING

The student will develop the structural and creative skills necessary to produce written language that can be read, presented to and interpreted by various audiences.

Process

D		Generate and focus ideas through brainstorming and peer discussions.
D		Use print and nonprint materials along with prior knowledge to provide background for writing.
A	WP	Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) to group ideas for writing.
D		Develop notes that include important concepts.
D		Construct an outline with main ideas and supporting details.
A	WO	Supply a missing piece of information in an outline.
A	WA	Select, limit, and refine a writing topic.
D		Determine appropriate audience.
A	WP	Identify the purpose for writing (i.e., to entertain, to inform, and to report).
D		Select format based on purpose.
A	WP	Identify the audience for which a piece of text is written.
A	WA	Develop and write a paragraph topic sentence with supporting details.
D		Maintain focus of topic with specific relevant supporting details.
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
A	WO	Select details that support a topic sentence.
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.
A	WA	Demonstrate syntactic variety when writing.
A	WP	Select the best way to combine sentences to provide syntactic variety within context.
A	WO	Arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.
A	WO	Rearrange sentences to form a sequential, coherent paragraph.
A	WP	Identify the sentence irrelevant to a paragraph's theme or flow.
A	WO	Rearrange paragraphs in a narrative writing selection in sequential or chronological order.
A	WO	Select appropriate time order or transitional words/phrases to enhance the flow of a writing sample.
A	WA	Use appropriate transitional words and devices when writing.
D		Use correct page format (e.g., paragraphs, margins, indentations, and titles).
A	WA	Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.
D		Use precise language including vivid words and figurative language.
D		Produce multiple drafts.
A	WA	Edit writing for the elements of language.
D		Proofread using reference materials and technology.
D		Create readable documents.

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D		Develop and use classroom rubrics for written work.
D		Use the state assessment rubric to make appropriate suggestions for improvement.
D		Participate in peer review and editing.
D		Review personal collection to determine progress.
D		Acknowledge and discuss diversity of individual writing styles.
D		Incorporate photos, illustrations, charts, tables, or graphs.
A	WO	Select the best title for a written selection.
D		Use technology for publishing individual and group work.
D		Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, and newspapers/periodicals).
D		Write with developed characters, setting, and plot.
D		Maintain focus of topic with specific, relevant supporting details.
A	WA	Incorporate figurative language, vivid description, active voice verbs, sensory details, and personal observations to display facility in the use of language.
D		Elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables reader to visualize an event or experience.
A	WA	Explain and/or illustrate key ideas when writing.
D		Develop an identifiable voice.
D		Use classroom/state rubric as a guide for writing narrative accounts.
D		Investigate content specific topics to gather information and write.
A	T	Identify the most reliable sources of information for preparing a report or project.
D		Use experiences from the arts to write creatively and expressively.
A	WA	Express thoughts and feelings using colorful, fully elaborated descriptions using vivid and active words.
A	WP	Choose vivid and active words when writing.
D		View, read, or listen to examples of various writing styles.
D		Compare and contrast literary works.

Product

A	WA	Compose narratives (e.g., to entertain, inform, and report).
D		Write frequently in the narrative mode.
A	WA	Write well-developed, organized, and coherent essays in response to narrative prompts.
A	WA	Write an effective concluding paragraph for a well-developed essay.
D		Write to inform a particular audience about a specific issue.
D		Write a descriptive paragraph to create a visual image.
I		Write in the expository mode.
D		Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication).
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, and historical fiction).
D		Compose and respond to original questions and/or problems from all content areas.
D		Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, and map/globe activities).
D		Write poems and stories based upon personal reflections, observations, and experiences.
D		Write a letter to/as a character in a written work.
D		Create an optional ending for a story.
D		Retell a story from a different point of view.

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D		Write a reader's response to a literary work.
D		Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).
D		Write narratives with vivid, sensory details.
D		Write descriptive papers which include vivid words and figurative language.
D		Write expository paragraphs that include multiple steps or examples to support explanation.
D		Write an essay to compare/contrast two or more people, places, things, or ideas.
D		Create a variety of poems.
D		Write a research report using multiple sources and notes taken from those sources citing titles and authors.
D		Write friendly and business letters.
I		Write journalistic articles.
D		Use journal entries to demonstrate level of understanding.
D		Write an autobiographical account.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use within context of the following : <ul style="list-style-type: none"> nouns (i.e., singular/plural; possessives; predicate nouns, nouns as objects); pronouns (i.e., agreement, subject, object); verbs (i.e., action/linking, regular/irregular, agreement, tenses); adjectives (e.g., common/proper, comparative forms, predicate adjectives); adverbs (e.g., comparative forms, negatives).
D		Use nouns appropriately (common/proper).
D		Use pronouns appropriately (agreement with antecedent, reflexive, possessive, and correct pronoun case).
D		Use verbs appropriately (be/have, verb phrases, agreement with subject in person, and number).
D		Use adjectives appropriately (demonstrative adjectives and proper comparative forms).
D		Use adverbs appropriately, adverbs of degree, (e.g., too and very).
A	G	Identify sentences with correct subject-verb agreement (person/number).
I		Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).
D		Use conjunctions appropriately (e.g., coordinating).
A	G	Choose the most appropriate interjections to complete a sentence.
A	G	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).
D		Recognize usage errors occurring within context (troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).
D		Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
D		Capitalize correctly sentence beginnings, proper nouns and adjectives, titles and abbreviations, quotations, and parts of friendly letters and business letters.
M		Use correct end of sentence punctuation (e.g., period, question mark).
A	G	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.
A	G	Identify the correct use of colons (i.e., in business letters and preceding a list of items).
D		Demonstrate knowledge of the correct use of colons (between the hour and minute and after the greeting of a business letter) and semi-colons (in combining sentences) and quotation marks in titles.
A	G	Choose the correct use of quotation marks and commas in direct quotations.
A	G	Identify the correct spelling of plurals and possessives.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process WA – Writing Assessment

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D		Form contractions correctly.
D		Abbreviate words correctly.
D		Continue to write legibly.
D		Spell high-frequency words correctly.
A	G	Identify correctly or incorrectly spelled words in context.
D		Spell correctly words in content specific vocabulary.
D		Recognize misspelled words in the context of sentences.
D		Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
D		Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).
D		Identify correctly spelled homonyms within the context of sentences or phrases.
D		Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
D		Develop a consciousness toward correct spelling across all subject areas.
D		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, and correct placement of more detailed words and phrases).
A	WP	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semi-colons, and periods to join or separate elements) within context.
A	WP	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).
D		Combine simple sentences into compound sentences.
D		Combine sentences using compound subjects and/or predicates.
A	WP	Select the best way to correct incomplete sentences within context.

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LANGUAGE ARTS **Sixth Grade**

READING

The student will develop the skills necessary for word recognition, comprehension, interpretation, analysis and appreciation of print and nonprint texts.

Oral Language/Decoding

Key	Reporting Category	
M		Model active listening in both formal and informal settings.
M		Know and use rules for conversations.
M		Formulate and respond to questions from teachers and classmates.
M		Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal settings.
D		Participate in creative responses to text (e.g., dramatizations and speeches).
D		Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.
D		Use correct stress, pitch, and rate in oral reading and presenting.
D		Use a variety of nonverbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, and eye contact).
A	T	Use common text features to make meaning from text (newspapers and textbooks).
A	T	Locate information using available features.
D		Use the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, and sidebars).
A	MG	Recognize that purpose determines text format.
M		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, and read alouds).
A	T	Identify patterns of rhyme and rhythm.
A	T	Analyze the effects of sound in context (e.g., alliteration, onomatopoeia, accent, rhyme, and repetition).
A	V	Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.
D		Use context clues to determine unknown words and to discriminate between multiple meaning words.
A	V	Choose the correct meaning of multiple meaning words in context.
D		Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.
D		Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g., paired reading, choral reading, read alongs, and readers' theater).
M		Participate in guided reading.
M		Read using appropriate pronunciation, expression, and rate.
M		Adjust speed based on the purpose for reading.
M		Read independently daily.

Comprehension

D		Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.
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D		Build vocabulary by reading from a wide variety of print and nonprint texts and literary genres.
A	V	Use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words within context.
A	V	Select appropriate synonyms, antonyms, and homonyms.
M		Foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, and new and unusual words to share).
I		Explore mnemonic devices (e.g., rhyming words, vocabulary cartoons, and kinesthetic activities) to acquire new vocabulary.
A	V	Specify a logical word choice to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.
D		Use the correct word to complete an analogy.
D		Recognize widely used foreign words (e.g., bon jour, hasta la vista).
D		Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, and to discover models for writing).
D		Use previously learned strategies to front load text (e.g., skimming and scanning).
D		Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).
D		Identify the importance and significance of the reading selections to learning and life.
D		Define significant words to be encountered in the text.
A	V	Recognize and use grade appropriate and/or content specific vocabulary within context.
D		Relate text to prior personal experience or opinions as well as previously read print and nonprint texts.
A	MG	Select questions to clarify thinking.
A	MG	Predict future events of a passage.
D		Use metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
D		Read between the lines (e.g., stating implied information).
D		Create mental pictures from abstract information.
A	MG	Draw inferences from selected texts.
D		Verify or modify pre-reading purpose as appropriate.
D		Interact with text (e.g., mark the text, use post-it notes, ask questions, and make comments within the texts.)
A	MG	Indicate sequence of events in print and nonprint texts.
A	C	Determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved.
A	C	Determine the author's purpose for writing a selection (e.g., to inform, to persuade, to entertain, or to share emotions).
D		Discuss similarities and differences in events and characters from different reading selections.
A	T	Locate and verify information to support predictions, ideas, opinions, and conclusions.
A	MG	Identify stated or implied cause and effect relationships.
A	C	Determine whether a given statement within a passage is fact or fiction.
A	T	Analyze the use of similes, metaphors, personification, and hyperbole within context.
D		Demonstrate an understanding of stated and implied themes and recognizing that themes recur throughout literature.
D		Reflect upon comprehension strategies used to make meaning from texts.
D		Make connections among various print (e.g., other stories) and nonprint texts (e.g., movies, photographs, and artwork).
D		Make connections among the various literary genres and themes with personal, historical, and cultural experiences.
D		Use appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, and Internet).
D		Use media (e.g., on-line catalog, nonfiction books, encyclopedias, CD-ROM, references, and Internet) to view, read, and represent information.

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D		Use current technology (e.g., the Internet, CD-ROMS, and online catalogs) as a research communication tool.
D		Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedias, periodicals, and procedural manuals).
A	T	Select sources from which to gather information on a given topic and determine their reliability.
I		Distinguish between primary and secondary source documents.
D		Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems.
M		Use skimming and scanning skills.
D		Retrieve, organize, and represent information to demonstrate knowledge acquired.
D		Develop notes that include important concepts, summaries, and identification of reference sources.
D		Identify various forms of media and consider their impact on daily life.
A	T	Recognize common propaganda techniques (i.e., bandwagon, loaded words, and testimonials).
A	MG	Evaluate text for fact and opinion.
I		Use a variety of materials to prepare a research paper that includes a title page and list of sources.
D		Develop and maintain vocabulary specific to content areas and to current events.
D		Continue to apply comprehension skills and strategies to informational text in the content areas.
D		Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).
D		Interact with the text (e.g., mark the text, use post-it notes, ask questions, and make comments within the text).
D		Analyze the reliability of sources by examining the author's background.
D		Read independently for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).
D		Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, and nonfiction of high interest) and media (e.g., music, films, videos, documentaries, the arts, and photographs) genre.
A	C	Distinguish among various literary genres (poetry, drama, fiction, and nonfiction).
D		Identify the theme and determine if theme is stated or implied.
D		Recognize that certain themes recur and be familiar with commonly recurring themes.
I		Identify the plot element of exposition (i.e., introduction of characters, setting, and conflict) in print and nonprint text.
I		Explore the author's development of characters/characterization (e.g., through words, speeches, thoughts, narrator's comments, interactions with other characters, and motivations).
I		Explore how an author creates mood to set a tone.
D		Compare and contrast the elements of plot between or among stories.
A	C	Recognize the first person point of view.
D		Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.
A	C	Select an appropriate summary statement and determine whether the theme is stated or implied.
D		Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.
I		Explore deductive reasoning to facilitate and to extend understanding of texts.
I		Explore the concepts of foreshadowing and flashback.
D		Visit libraries/media centers, book fairs, bookstores, and other print-rich environments to explore books.
D		Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, and recommendation of others).
D		Read daily from self-selected materials.
D		Relate literary experiences (book discussions, literary circles, writing, oral presentations, and artistic expressions).
D		Experience and develop an awareness of literature that reflects a diverse society.
D		Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.
D		Engage in reading as a leisure time activity.

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WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.
D		Use print and nonprint materials along with prior knowledge to provide background for writing.
A	WP	Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.
D		Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers to show evidence of a prewriting plan.
D		Select and limit a writing topic.
A	WP	Identify the audience for which a text is written.
I		Identify the mode, usage level, and conventions for appropriate sharing of information with the selected personal audience.
A	WP	Identify the purpose for writing (i.e., to inform, to describe, to explain, and to persuade).
D		Use prewriting plan to guide the first draft.
D		Write and think freely while drafting.
D		Select mode based on purpose.
A	WO	Select an appropriate thesis statement for a writing sample.
D		Present sufficient knowledge of topic to reflect background and understanding.
D		Compose the draft with an introduction, a body, and a conclusion.
D		Use precise language including vivid words, colorful modifiers, and figurative language.
D		Develop sentences that are clear, varied, and appropriate to the audience.
A	WP	Select the best way to combine sentences to provide syntactic variety within context.
D		Revise writing to focus on purpose.
I		Evaluate and determine if word choices are appropriate for the target audience.
D		Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
D		Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).
D		Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, and supportive statistics.)
I		Explore the use of words and phrases that create mood to establish a tone.
D		Analyze writing for clarity of thought.
D		Edit for elements of language.
D		Proofread using prior knowledge and reference materials.
D		View, read, and/or listen to examples of various writing styles and modes.
A	T	Identify the most reliable sources of information for preparing a report or project.
A	T	Rank possible research resources according to reliability.
A	WP	Choose the supporting sentence that best fits the context flow of ideas in a paragraph.
A	WO	Supply a missing piece of information in an outline.
D		Use multiple technological resources to prepare and/or listen to examples of various works.
D		Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, internet websites, and newspapers/periodicals).

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D		Use multiple technological resources to prepare and present work.
I		Write frequently in the expository mode.
D		State a thesis with relevant supporting details.
I		Determine the appropriate organizational format for an expository essay.
I		Explore models of expository writing through reading.
A	WO	Select an appropriate title that reflects the topic of a written selection.
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.
D		Use strong introductory and concluding paragraphs to enrich writing assignments.
A	WO	Rearrange multi-paragraphed work in a logical and coherent order.
D		Explain key ideas clearly selecting illustrations, descriptions, and/or facts to support key ideas.
I		Incorporate varied expository structures (e.g., compare/contrast and question/answer).
D		Apply the Tennessee state assessment rubric to an expository essay.
D		Continue to demonstrate facility in the use of language.
D		View, read, and/or listen to examples of various writing styles and modes.
D		Demonstrate the use of vivid words (e.g., action verbs, figurative language).
D		Support ideas through use of sensory details and/or concrete examples.
D		Use a variety of sentence structures.
A	WO	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
D		Develop a consistent voice in original works.
A	WP	Identify sentences irrelevant to a paragraph's theme or flow.
I		Demonstrate through writing an understanding of the elements of literature (i.e., setting and characters).
D		Compare and contrast themes, settings, and characters, from a variety of literary selections and types.
A	WO	Select illustrations, descriptions, and/or facts to support key ideas.
D		Use dictionaries, thesaurus, and other available resources.
D		Utilize resources available in the media center.
I		Conduct or read interviews to use as a primary source.
I		Examine journals, diaries, and narratives as support for research.
D		Use computer technology to find information and to create reports and presentations.

Product

D		Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, and commercials).
D		Write works of fiction in the descriptive mode (e.g., short stories, TV, scripts, fables, and tall tales).
D		Write poetry (e.g., haiku and bio-poem).
D		Write biographical/autobiographical sketches with specific actions and significant details.
D		Compose and respond to original questions and/or problems from all content areas.
D		Write friendly and business letters.
D		Write diaries and journals in the narrative mode.
I		Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.
D		Respond expressively and creatively to the arts incorporating the arts into all content areas.
D		Develop and write personal essays for portfolio.
I		Write in the persuasive mode.
I		Write in response to expository prompts, including frequent opportunities for timed writing.
D		Produce a variety of written works suitable for publication and/or sharing.

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D		Compose technical writing (e.g., directions to a geographical location, a recipe).
D		Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards, Internet websites, and newspapers/periodicals).
D		Continue to write competently in narrative and descriptive modes.
D		Write personal reflections to experiences and events.
D		Produce original works of creative and imaginative writings.
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and web pages).
D		Write to acquire knowledge (e.g., express, organize, and clarify thinking; take notes; synthesize information; and enhance communication).
D		Compile gathered information into a written research paper.
D		Express ideas or opinions through creative responses to a variety of literary forms and types.
I		Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents, recipes, and directions to a geographic location).
I		Write basic character analyses.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use of the following within context: <ul style="list-style-type: none"> nouns (i.e., common/proper, singular/plural, possessives); pronouns (i.e., agreement, subject, object); verbs (i.e., action/linking, regular/irregular, agreement); adjectives (i.e., common/proper, comparative forms); adverbs (i.e., comparative forms).
D		Use nouns appropriately (e.g., collective nouns, nouns as objects, and predicate nouns)
D		Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, and regular and irregular verb forms).
D		Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).
D		Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).
D		Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).
A	G	Identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.
A	G	Identify the correct use of prepositions and prepositional phrases within context.
A	G	Choose the most appropriate interjection.
A	G	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).
D		Recognize usage errors (e.g., double negatives, troublesome word pairs: accept/except, capitol/capital, principle/principal, between/among).
A	G	Identify sentences with correct subject-verb agreement (person/number) within context.
I		Explore variations in the use of English in different parts of the country.
D		Continue the correct use of capitalization (e.g., proper adjectives, within quotations).
A	G	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.
D		Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, before a coordinating conjunction, and joining independent clauses to form compound sentences).
D		Demonstrate the correct use of semicolons (e.g., to combine sentences).

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D		Demonstrate the correct use of quotation marks (e.g., with explanatory material within the quote).
A	G	Choose the correct use of quotation marks and commas (in direct quotations, with explanatory material within the quote, and proper use with end mark).
A	G	Identify the correct spelling of plurals and possessives.
D		Continue to write legibly.
D		Spell high-frequency words correctly.
A	T	Identify correctly and incorrectly spelled words in context.
D		Spell correctly words commonly used in content specific vocabulary.
D		Spell correctly affixed words (e.g., mis + spell = misspell; ready + ness = readiness).
D		Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and spelling to correct errors.
D		Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, and charts).
A	G	Identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.
D		Maintain a consciousness toward correct spelling across the content areas.
A	WP	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.
D		Correct sentence fragments by supplying the missing sentence elements.
A	WP	Identify within context a variety of appropriate sentence combining techniques (i.e., comma + coordinating conjunction, use of semi-colon, introductory phrases and/or clauses).
I		Identify and use adjectival and adverbial phrases and clauses.
D		Use transitional words to indicate clear relationships within and among sentences and paragraphs.

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LANGUAGE ARTS ***Seventh Grade***

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category	
M		Organize and share information, stories, experiences, ideas, and feelings with others.
D		Respond creatively to reading selections (e.g., dramatizations, speeches, and drawings).
M		Model active listening.
M		Observe rules of public conversation.
M		Deliver an oral presentation using information from any content area and utilizing visual aids.
M		Ask and answer questions to and from teachers and classmates.
D		Use a variety of nonverbal communication techniques.
M		Read using appropriate pronunciation, expression, rate, pitch, and stress.
M		Read fluently from a variety of texts.
M		Participate in guided reading.
M		Read for a variety of purposes (e.g., information gathering, enjoyment, and fluency).
M		Adjust speed based on the purpose for reading.
M		Listen to a variety of readings, poetry, and music in order to develop sound awareness.
A	T	Analyze the effects of sound (e.g., onomatopoeia, alliteration, accent, rhyme, and repetition).
D		Analyze patterns of rhyme and rhythm.

Comprehension

D		Utilize reference sources and personal experience to build background knowledge.
M		Continue to use previously learned strategies to front load text.
A	T	Derive information from the following text features: timelines, graphs, headings and subheadings.
A	MG	Make predictions about the outcome of a given passage.
D		Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and nonprint texts.
A	MG	Formulate clarifying questions for use before, during, or after reading.
M		Adjust predictions as new information is acquired.
M		Continue to predict outcomes, state reasonable generalizations, and draw conclusions.
D		Use self-monitoring strategies while reading.
D		Read between the lines.
I		Create mental pictures from abstract information.
A	MG	Draw inferences from selected passages.
D		Verify or modify pre-reading purpose as appropriate.
M		Continue to interact with text (e.g., mark the text, use post-it notes).
D		Maintain a personal reading list or reading log/journal.

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M		Indicate the sequence of events.
A	MG	Identify the main idea/central element in a reading selection.
M		Select details that support the main idea/central element.
A	C	Identify the author's purpose for writing and the reader's purpose for reading.
A	C	Determine the common characteristics of short stories, novels, poetry, drama, and nonfiction.
D		Discuss similarities and differences in events and characters from different reading selections.
D		Find support within the reading selection for question responses, ideas, and opinions.
A	MG	Analyze cause and effect relationships in a given passage.
A	MG	Distinguish between fact and opinion within context.
D		Apply comprehension skills and strategies to content area reading.
I		Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments/presentations.
D		Make inferences about printed matter and other media.
A	V	Recognize and use grade appropriate and/or content specific vocabulary within context.
A	V	Replace unknown words in context with appropriate synonyms and/or antonyms.
M		Incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.
M		Define significant words to be encountered in the reading.
D		Expand knowledge of root words, prefixes, and suffixes.
A	V	Decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.
D		Build vocabulary by reading from a wide variety of selections and literary types.
A	V	Determine the meaning of unknown words and/or multiple meaning words through the use of context clues.
D		Determine the meanings of unknown grade level words using context clues, dictionaries, electronic sources, glossaries, and other resources.
M		Foster word consciousness (word play, word walls, new and unusual words).
M		Use memory devices (rhymes, cartoons) to acquire new words.
A	V	Select the correct word or phrase to complete an analogy.
I		Include word histories and meaning change as part of vocabulary study.
I		Discover ways by which a language gets new words.
A	V	Identify words that serve as clues to reveal time periods and cultures.
A	V	Identify commonly used foreign phrases (e.g., <i>bon voyage</i> ; <i>mi casa es su casa</i> , <i>bon jour</i> , <i>hasta la vista</i>).
A	T	Identify similes, metaphors, personification, and hyperbole within context.
D		Recognize implied themes.
A	C	Distinguish between poetry and prose and between biography and autobiography.
D		Identify the elements found in the exposition (i.e., introduction of characters, setting, and conflict) of fiction.
A	C	Identify at least two ways by which an author reveals character traits in a given passage.
D		Explain the rising action, climax, and falling action of a plot.
A	T	Identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme).
D		Identify words and phrases used by authors to create mood to establish a tone.
D		Compare and contrast elements of plot between or among stories.
A	C	Identify plot elements in the proper place on a graphic organizer.
I		Identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.
I		Explore the differences among nonfiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process

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A	C	Identify symbolism, flashback, and foreshadowing, within context.
A	T	Rank a given set of resources according to reliability.
D		Visit print rich environments (libraries, book fairs).
I		Use personal criteria to select reading material.
D		Use parts of text effectively for learning (title page, preface, and table of contents).
A	T	Locate information using key words and headings.
D		Recognize and use appropriate reference sources in various formats (encyclopedias, card/electronic catalogs, and internet).
D		Use media (internet, CD-ROM) to view, read, and represent information.
D		Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, and periodicals).
A	C	Recognize first person point of view.
D		Distinguish between primary and secondary sources.
M		Use word-referenced materials (dictionary, thesaurus).
D		Retrieve, organize, represent, and analyze information to demonstrate knowledge acquired.
D		Develop and use notes.
D		Analyze the impact of various forms of media on daily life.
A	T	Identify examples of propaganda techniques (i.e., bandwagon).
D		Recognize implied themes.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Generate, focus, and organize ideas.
D		Use print and nonprint materials, along with prior and content area knowledge, to provide background for writing.
D		Develop writing by using appropriate organization strategies, including outlining and other graphic organizers, to produce a prewriting plan.
M		Select, limit, and refine a topic.
A	WO	Supply a missing piece of information in an outline.
D		Compose a draft with an introduction, body paragraphs, and a conclusion.
D		Use precise and appropriate language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.
D		Develop sentences that are clear, varied, and appropriate to the audience.
A	WO	Select the most appropriate title for a passage.
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.
A	WP	Identify the sentence(s) irrelevant to a paragraph's theme or flow.
D		Develop a unique and consistent voice in original works.
D/I		Revise to focus on purpose and audience.
D		Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
D		Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).
D		Revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, and supportive statistics).

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D		Use words and phrases designed to create mood.
D		Analyze writing for clarity of thought.
D		Edit for elements of language.
D		Proofread written product, using appropriate tools and strategies.
M		Create readable documents.
D		Use proofreading symbols.
D		Develop and use rubrics.
D		Make appropriate suggestions for improvement of peers' writing using state assessment rubric.
D		Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.
D		Evaluate improvements made in own work and others' work.
D		Produce a final draft of a selected work suitable for publication and/or sharing.
D		Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, internet websites, and newspaper/periodicals).
A	WP	Select the best way to combine sentences to provide syntactic variety.
A	WO	Select an appropriate thesis statement from a writing sample.
D		Create an appropriate title that creatively and accurately reflects the topic.
D		Determine the qualities of strong and clinching concluding paragraphs.
D		Explain/illustrate key ideas clearly.
A	WO	Select appropriate time order or transitional words to enhance the flow of a writing sample.
A	WO	Rearrange multi-paragraphed work in a logical and coherent order.
A	T	Identify individual written selections as technical, narrative, persuasive and/or descriptive in mood.
D		Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases, and other devices to indicate clear relationships.
D		Use appropriate organizational strategies, including outlining and other graphic organizers.
A	WP	Complete a graphic organizer (e.g., clustering, listing, mapping, and webbing) with information from notes on a writing selection.
A	WP	Identify the purpose for writing (e.g., to inform, to describe, to explain, to persuade).
A	WP	Identify the audience (formal/informal) for which the text is written.
D		Identify the mode, the usage level, and conventions appropriate to the selected audience.
I		Use a variety of sources to prepare a research paper.
A	T	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid, and internet source).
D		Use computer technology to find information, to create reports and presentations, and to support research.
I		Recognize that two equally reliable sources may present material from different perspectives.
M		Create readable documents.
I		Explore appropriate proofreading symbols.
D		Make appropriate suggestions for improvement, using Tennessee state assessment rubric.
D		Revise writing to focus on purpose, audience, fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety).
A	WO	Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.
D		Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.
D		Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, Internet websites, and newspapers/periodicals).

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Product

D		Write personal reflections of experiences and events.
D		Produce original works of creative and imaginative writings.
D		Write to acquire knowledge (e.g., express, organize, and clarify thinking; take notes; synthesize information; and enhance communication).
D		Write competently in the narrative and descriptive modes.
D		Develop and refine writing in the expository mode.
D		Select the most appropriate organizational format for an expository essay.
D		Use models of expository writing to enhance the writing process.
D		Apply the Tennessee state assessment rubric to an expository essay.
I		Explore the techniques of persuasive writing.
D		Provide sufficient knowledge of topic to reflect background and understanding.
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and web pages).
D		Respond to content area information in creative ways (e.g., create graphic, nonprint essays; write and design a children's book; or create a tape to accompany the book).
D		Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, and documents).
D		Research topics and organize gathered information from the content areas into presentable documents.
D		Compose and respond to original questions and/or problems from all content areas.
D		Respond expressively and creatively to the arts.
D		View, read, and/or listen to examples of various writing styles.
D/I		Write extended character analyses.
D		Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflict, setting, and characters).
D		Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections.
D/I		Write works of both fiction and nonfiction (poetry, biographical/autobiographical sketches, scripts, reflections, journalistic articles, friendly/business letters, commercials, personal essays, technical writing, research documents, and interviews).
D		Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use of the following: <ul style="list-style-type: none"> nouns (common/proper, singular/plural, collective, compound, possessives, direct/indirect objects, and predicate nouns); verbs (action/linking, agreement with subject, verbs that take objects, linking verbs, verb phrases, regular/irregular verbs, three simple and three perfect tenses, and tense consistency); pronouns (case, reflexive, interrogative, demonstrative, agreement with antecedent); adjectives (common/proper, comparative/superlative forms, compound predicate adjectives, and; adjective clauses); adverbs (comparative/superlative, introductory phrases and clauses, and placement within the sentence); conjunctions (coordinating, correlative, and subordinating conjunctions combining words, phrases, and clauses); prepositions; interjections.
A	G	Identify the correct use of prepositions and prepositional phrases within context.

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A	G	Recognize usage errors occurring within context (double negatives, troublesome words: rise/raise, stationary/stationery, compliment/complement, beside/besides, to/too/two, there/their/they're, lie/lay, sit/set; subject/verb agreement, pronoun case, and comparative and superlative forms).
M		Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, and proper adjectives).
A	G	Identify the correct use of commas (e.g., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.
A	G	Identify the correct use of colons (e.g., in business letters, introductory words, and preceding a list of items) within context.
A	G	Choose the correct use of quotation marks and commas (e.g., in direct quotations, with explanatory material within the quote, and proper use with end marks).
A	G	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.
D		Form both singular and plural possessives using apostrophes.
D		Spell correctly high frequency words, appropriate grade level words, and content area words.
A	T	Identify correctly or incorrectly spelled words in context.
D		Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.
D		Maintain a consciousness toward correct spelling across the content areas.
A	G	Recognize and use appositives and appositive phrases and infinitives and infinitive phrases within the context.
D		Identify and place correctly within a sentence adjective, adverb, and noun clauses.
A	WP	Select the most appropriate way to correct a run-on sentence (e.g., conjunctions, semicolons, and periods to join or to separate elements) in order to provide syntactic variety within context.
D		Correct sentence fragments by supplying the missing elements.
D		Recognize and differentiate among simple, compound, and complex sentences.
M		Combine sentences using a variety of strategies.
A	WP	Identify within context a variety of appropriate sentence-combining techniques (comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).

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LANGUAGE ARTS **Eighth Grade**

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts.

Oral Language/Decoding

Key	Reporting Category	
M		Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
D		Participate in creative responses to text (e.g., debates, dramatizations, and speeches).
D		Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.
M		Read aloud, discuss, and present, using correct stress, pitch, juncture, punctuation, expression, and rate.
I		Approach texts according to their type, using appropriate skills and prior knowledge.
D		Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences.
D		Evaluate patterns of rhyme and rhythm and consider their effect on meaning.
M		Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts.
M		Participate in guided reading.
M		Adjust speed based on the purpose for reading.

Comprehension

D		Use reference sources to build background knowledge for reading.
D		Use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).
D		Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.
A	T	Use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning.
A	T	Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, table of contents, and appendices).
D		Relate the significance of the selections studied to students' life experiences.
D		Examine significant words to be encountered in the text.
D		Make predictions about text.
D		Relate selections studied to prior experience, historical knowledge, current events, and cultural background.
A	MG	Formulate appropriate questions during the reading of the text.
D		Use self-monitoring and self-correcting strategies while reading.
D		Engage in reading between the lines.
A	MG	Recognize a reasonable prediction of future events of a passage.
D		Create mental pictures from abstract information.
A	MG	Determine inferences from selected passages.

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A	T	Select information using keywords and headings.
D		Verify or modify pre-reading purposes as additional information is obtained.
D		Explore ways to interact with text.
D		Indicate, analyze, and evaluate the sequence of events.
D		Recognize and state the main idea/central element in a given reading selection, noting supporting details.
D		Identify the author's purpose and analyze to determine whether purpose is met.
D		Analyze the text to find contextual support for ideas, opinions, and responses to questions.
A	T	Identify instances of bias and stereotyping in print and nonprint contexts.
A	T	Recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).
A	T	Identify examples of sound devices within context (e.g., rhyme, alliteration, assonance, slant rhyme, repetition, and internal rhyme).
A	T	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.
A	MG	Determine cause and effect relationships in context.
M		Identify statements as fact or opinion.
D		Reflect on comprehension strategies utilized.
A	MG	Identify an appropriate title to reinforce the main idea of a passage or paragraph.
D		Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
A	MG	Identify an appropriate title to reinforce the main idea of a passage or paragraph.
D		Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.
D		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, and recommendation of others).
D		Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, and artistic expressions).
D		Read daily from self-selected materials.
D		Experience and develop an awareness of literature that reflects a diverse society.
D		Maintain a personal reading list or reading log/journal to reflect reading gains and accomplishments.
D		Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.
D		Build vocabulary by reading and viewing from a wide variety of texts.
D		Analyze word meanings using roots, prefixes, and suffixes.
D		Use context clues, dictionaries, electronic sources, glossaries, and other resources as aids in determining word meanings.
A	V	Recognize and use grade appropriate and/or content specific vocabulary.
D		Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding.
M		Foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, and power words).
D		Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, and kinesthetic activities) to acquire new vocabulary.
A	V	Choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies.
D		Recognize the historical influences on and changes to the English language as part of vocabulary study.
A	V	Recognize commonly used foreign phrases (e.g., <i>e pluribus unum</i> , <i>c'est la vie</i> , <i>bon jour</i> , <i>hasta la vista</i> , <i>bon</i>

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		<i>voyage, mi casa es su casa).</i>
D		Distinguish between the connotation and denotation of words.
D		Recognize that word choices help to create a mood.
D		Discover ways by which a language acquires new words (e.g., brand names, acronyms).
D		Identify the base/root word of a word having affixes.
D		Determine the meaning of prefixes and suffixes through identification and usage.
A	V	Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.
A	V	Recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words.
D		Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection.
A	C	Determine an author's purpose for writing or a student's purpose for reading.
D		Identify themes, stated, implied, and recurring.
A	C	Identify an implied theme from a selection or related selections.
D		Read, view, and recognize various literary types.
D		Recognize the elements of various literary and media types.
I		Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends, and myths).
I		Connect recurring themes to previously read materials and current readings.
A	C	Recognize literacy elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood, and tone).
A	C	Identify how the author reveals character (e.g., physical characteristics, dialog, what others say about him, and what he does).
D		Evaluate strategies and devices used by authors to create mood.
D		Explain the exposition, rising action, climax, falling action, and resolution/denouement.
D		Distinguish among varying types of conflict (e.g., man vs. man, man vs. nature, and man vs. himself).
A	C	Identify on a graphic organizer the points at which various plot elements occur.
I		Explore subplots in literary selections and films.
D		Compare and contrast plot elements between or among stories.
D		Determine whether the characters are stereotypical or realistic.
A	C	Recognize the author's point of view (i.e., first person, third person, limited, or omniscient).
A	C	Determine how a story changes if the point of view is changed.
D		Summarize, paraphrase, and evaluate selected passages.
D		Use deductive reasoning to facilitate and to extend understanding of texts.
D		Examine the differences among nonfiction materials (e.g., letters; memoirs; diaries; journals; documentaries; autobiographies; biographies; and educational, informational, and technical texts).
A	MG	Recognize and identify words within context that reveal particular time periods and cultures.
A	MG	Determine the influence of culture and ethnicity on the themes and issues of literary texts.
A	T	Identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole.
D		Demonstrate knowledge of literary elements that shape meaning and determine tone, such as symbolism, idioms, puns, flashback, foreshadowing, irony, mood, and tone.

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I		Explore the concept of allusion.
A	C	Distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics.
A	T	Locate information using available text features (e.g., maps, charts, graphs, indexes, glossaries, tables of contents, and appendices).
D		Determine appropriate reference sources in various formats (encyclopedias, periodicals, and internet).
D		Use media to view, read, and represent information.
D		Use current technology as a research communication tool.
D		Compare a variety of reference sources.
D		Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge acquired.
D		Evaluate resources for reliability and validity.
D		Refine skimming and scanning skills.
D		Develop and use notes.
D		Evaluate the impact of bias on daily life.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

A	WP	Identify the purpose for writing (e.g., to inform, describe, explain, and persuade).
D		Select, limit, and refine a topic.
A	WP	Identify the targeted audience for a selected passage.
D		Identify the mode, usage level, and conventions for appropriate sharing of information with the selected audience.
D		Use print and nonprint materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing.
D		Use appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan.
D		Generate, focus, and organize ideas.
A	WP	Complete a graphic organizer (clustering, listing, mapping, and webbing) with information from notes for writing a writing selection.
A	WO	Select an appropriate thesis statement for a writing selection.
A	WA	Support thesis with elaboration, using supporting details, supporting examples, and/or anecdotes.
A	WA	Support and/or illustrate key ideas clearly using illustrations, anecdotes, descriptions, and facts.
A	WA	Write engaging introductory paragraphs and strong and clinching concluding paragraphs.
A	WO	Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.
A	WA	Write well-organized and coherently developed paragraphs.
A	WP	Identify sentences irrelevant to a paragraph's theme or flow.
A	WO	Rearrange multi-paragraphed work in a logical and coherent order.
A	WA	Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.
A	WP	Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.

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A	WA	Demonstrate facility in the use of language.
D		Determine if word choices are appropriate for the target audience.
I		Explore tone as a way to develop a unique and consistent voice in original works.
A	WA	Compose clear and correctly punctuated complex sentences to vary sentence structure.
A	WP	Identify within context a variety of appropriate sentence-combining techniques (e.g., comma + coordinating conjunction, use of semi-colon, and introductory phrases or clauses).
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
D		Enrich writing with information gathered from the various content areas.
A	WO	Select appropriate transitional devices or time order words to enhance the flow of the writing.
D		Enrich writing with information gathered from the various content areas.
D		Revise writing to focus on purpose and audience.
D		Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
D		Analyze writing for clarity of thought.
D		Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).
A	WA	Revise and edit writing for elements of language.
D		Proofread using prior knowledge and experience, reference materials, and technology.
M		Use appropriate proofreading symbols.
M		Create readable documents.
A	WA	Integrate all steps of the writing process: prewriting, drafting, revising, editing, and publishing.
D		Publish a final draft.
A	WO	Select the most appropriate title for a passage.
D		Develop and use a rubric for evaluation.
D		Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.
D		Evaluate improvements made in own work and others' work.
D		Identify multiple sources of technology to prepare and present work and to add photographs, graphs, tables, and/or illustrations to support the focus of the work.
A	T	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, and internet source).
D		Identify opportunities for publication (e.g., local and national contests, internet websites, and newspapers/periodicals).

Product

A	T	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.
M		Write competently in the narrative and descriptive modes.
D		Write frequently in the expository mode.
M		Apply the Tennessee state assessment rubric to an expository essay.
A	WA	Write well-developed, organized, and coherent essays in response to expository prompts.
D		Incorporate varied expository structures (e.g., problem/solution, compare/contrast).
D		Use models of expository writing.

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I		Write a persuasive paper with a clearly focused argument and relevant supporting details.
D		Write personal essays.
D		Produce a variety of creative work utilizing information gathered from the various content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and webpages).
D		Respond to original questions and/or problems from all content areas.
D		Respond to content area information, including fine arts, in creative ways (e.g., create graphic, nonprint essays; write poems; and create works of art).
D		Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, and documents).
D		Research topics and organize gathered information into presentable documents.
D		View, read, and/or listen to examples of various writing styles.
D		Produce a variety of creative works including responses to literature, autobiographical sketches, reflective pieces, poems, and stories.
D		Produce a variety of nonfiction pieces including, technical writing, career-related materials, analysis of literature, and persuasive essays.
D		Continue to use dictionaries, thesauri and other word referenced materials.
D		Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.
D		Continue to use computer technology to find information, to create reports and presentations, and to support research.
D		Analyze and assemble gathered information into a research paper or document.
D		Continue to use examples and details collected from all available and reliable resources.
D		Write personal reflections to situations, experiences, and events for oneself and others.
D		Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, and enhance communication).
I		Give credit to both quoted and paraphrased materials used in research.
D		Utilize resources available in the media center.
D		Evaluate website sources for reliability.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use of the following: <ul style="list-style-type: none"> nouns (e.g., common/proper, singular/plural, possessives, direct/indirect objects, and predicate nouns); verbs (e.g., subject-verb agreement, transitive/intransitive, linking/action, tense consistency, perfect tenses, regular/irregular, voice, and verb phrases); pronouns (e.g., pronoun-antecedent agreement, reflexive, interrogative, demonstrative, pronoun case, and conjunctive adverbs); adjectives (e.g., comparative/superlative, phrases and clauses, predicate adjectives, and common/proper); adverbs (e.g., comparative/superlative, phrases and clauses, and conjunctive adverbs); conjunctions (e.g., coordinating, correlative, subordinating to combine sentences and elements); interjections.
A	G	Identify the correct placement of prepositions and prepositional phrases within context.
A	G	Select the correct pronoun/antecedent agreement for personal pronouns within context.

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A	G	Recognize usage errors occurring within context. <ul style="list-style-type: none"> • subject/verb agreement; • pronoun case; • double negatives; • comparative/superlative forms; • troublesome word groups (were/where, which/that/who, who/whom).
D		Compare regional differences in dialect, speech, and usage and explore reasons for those differences.
D		Continue the correct use of capitalization (titles, business letters, quotations, proper nouns and adjectives).
A	G	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.
A	G	Select the correct pronoun/antecedent agreement for personal pronouns within context.
A	G	Identify the correct use of commas (e.g., compound sentences, coordinating conjunctions, introductory words, appositives and interrupters) within context.
M		Form both singular and plural possessives using apostrophes.
D		Spell correctly high frequency words, appropriate grade level words, and content area words.
D		Proofread for accuracy of spelling, using appropriate strategies to confirm spelling, and to correct errors.
A	G	Identify and use appositives and appositive phrases and infinitives and infinitive phrases.
A	G	Recognize the appropriate use of gerund and participial phrases.
D		Identify and place correctly within a sentence adjective, adverb, and noun clauses.
A	G	Select the most appropriate method to correct a run-on sentence (e.g., conjunctions, semi-colons, and periods to join or separate elements) within context.
D		Correct sentence fragments by supplying the missing sentence elements.
I		Identify the subject and predicate of an inverted order sentence.
D		Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.
D		Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, and prepositional).

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Gateway

Gateway Language Arts		
Standard Number:		1.0 Writing
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	GC	At Level 1, the student is able to <ul style="list-style-type: none"> combine sentences using a comma and coordinating conjunction or correct a run-on sentence within a writing sample; distinguish fact from opinion from a passage or writing sample; identify the targeted audience for a selected passage; choose the sentence that relates the writer's purpose (e.g., to persuade or to inform) in a selected passage; evaluate the relevance of each supporting sentence by deleting an irrelevant sentence in a passage; select the most appropriate title for a passage; recognize the proper use of the comparative and superlative form of adjectives (CVS); select the correct word for the sense of the sentence (your and you're, where, and were, it's and its, their, they're, and there, to and too)(CVS); choose the correct word for the sense of the sentence (stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect)(CVS); determine the stage of the writing process (using graphics which represent the stages: prewriting, first draft, revision, editing, and publishing).
A	C	
A	C	
A	C	
A	C	
A	C	
A	WC	
A	WC	
A	WC	
A	O	
A	GC	At Level 2, the student is able to <ul style="list-style-type: none"> combine or correct sentence fragments using a subordinate conjunction within a writing sample; recognize correct subject/verb agreement with confusing intervening prepositional phrases within a writing sample; select sentences to strengthen an argument within either a writing sample or a passage; select correct pronoun/antecedent agreement within a writing sample; select the appropriate transitional word for a given sentence within a paragraph; distinguish the strongest or weakest point of an argument within a passage; select the most effective method of combining three sentences to improve the structure within a passage; select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage; select vivid words to strengthen a description (verb) within a writing sample or a passage; determine the most effective order of sentences within a writing sample or a passage; choose the correct pronoun case in a sentence in which the pronoun follows "than" within a
A	GC	
A	C	
A	GC	
A	O	
A	C	
A	O	
A	WC	
A	WC	
A	O	
A	WC	
A	WC	

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A	GC	<p>writing sample or a passage;</p> <ul style="list-style-type: none"> recognize a shift in any of the following: verb tense, point of view, tone, or pronoun usage within a writing sample;
A	GC	<ul style="list-style-type: none"> recognize the correct use of quotation marks in a direct quote (CVS);
A	GC	<ul style="list-style-type: none"> recognize the correct use of a semicolon in a compound sentence within a writing sample or a passage;
A	M	<ul style="list-style-type: none"> choose the thesis that is more effective than the underlined thesis statement (given an introductory paragraph of a student essay);
A	O	<ul style="list-style-type: none"> rearrange the order of the supporting paragraphs in the specified organizational pattern (e.g., strongest to weakest, time order, cause/effect, or comparison/contrast) within a writing sample;
A	O	<ul style="list-style-type: none"> select the best placement for an additional supporting sentence within a writing sample;
A	GC	<ul style="list-style-type: none"> recognize the correct use of the comma to set off nonessential elements in a sentence (CVS).
A	C	<p>At Level 3, the student is able to-</p> <ul style="list-style-type: none"> determine which rebuttal statement best refutes the writer's viewpoint or a line that reveals the writer's biases, assumptions, or values within a passage;
A	O	<ul style="list-style-type: none"> revise sentences using effective parallelism within a writing sample;
A	O	<ul style="list-style-type: none"> choose the transitional device that appropriately connects paragraphs (e.g., transitional adverbs, verbal phrases, and unambiguous pronoun references) within a writing sample.
		<p>Specifications of Passages:</p> <ul style="list-style-type: none"> early drafts of student essays (one of which must be persuasive); consumer report type article written with a persuasive slant of interest to teens (e.g., cars, stereos, or tennis shoes); letter to the Editor; CVS - A collection of varied sentences containing underlined elements, one of which contains an error, which will be identified by the student; it will be possible for the sentence to contain no error (to be used only where specified by CVS).
Performance Indicators		As documented through teacher observation -
Teacher:		
		<p>At Level 1, the student is able to</p> <ul style="list-style-type: none"> describe appropriate details of his/her surroundings; relate an incident of controversy using standard English; write a letter to the editor and submit it to the school/local newspaper; cast a movie for your novel (Who will play the parts and why?); use prewriting techniques as a springboard for writing (e.g., clustering, journals, directed response, brainstorming); extend the prewriting to draft a composition.
		<p>At Level 2, the student is able to</p> <ul style="list-style-type: none"> create an explanation to a stated problem using standard English; write a letter to a major national publication in response to its position/coverage of a subject;

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		<ul style="list-style-type: none"> • rewrite a prose passage in dialogue; • illustrate and caption a comic book version of a short story or a chapter from a novel; • draft essays using the writing process; • develop a writing portfolio (e.g., genre, assessment, creativity, and/or voice); • differentiate between editing and revision.
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Standard Number:		2.0 Reading
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	M	At Level 1, the student is able to <ul style="list-style-type: none"> • discern an implied main idea from a passage (T); • interpret an author's point of view (1st person or 3rd person limited/omniscient) (T); • identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem; • identify how the author reveals character (physical characteristics, dialogue, what other characters say about them, and/or character's own actions) (T).
A	T	
A	T	
A	T	
A	M	At Level 2, the student is able to <ul style="list-style-type: none"> • draw inference(s) from a selected passage (T); • determine the meaning of a word in context (T); • differentiate between verbal and situational irony (T); • pinpoint a cause/effect relationship in a given passage (T); • discover the common theme in a series of passages (T); • determine the significance/meaning of a symbol in a written selection (T); • determine the analogous relationship of a vocabulary word from one of the passages.
A	M	
A	T	
A	M	
A	M	
A	M	
A	M	
A	T	At Level 3, the student is able to <ul style="list-style-type: none"> • select the allusion in a given passage.
		Specifications of Thematic Passages [indicators followed by (T) will employ these reading selections] <ul style="list-style-type: none"> • a thematic presentation of at least three of the following genres: short story excerpt, poem or dialogue, essay, editorial or magazine article, drama excerpt, and/or news account; • characterized by a balance of fiction and nonfiction; • characterized by diversity in structure (prose, poetry, and/or drama); • characterized by multicultural diversity; • a short passage leading to further study (optional).
Performance Indicators		As documented through teacher observation -
Teacher:		

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		At Level 1, the student is able to <ul style="list-style-type: none"> participate in paired readings using one or more sources; read silently from a variety of sources; identify appropriate resource material for further study of a topic in a nonfiction excerpt (e.g., encyclopedia, almanac, dictionary, and/or thesaurus).
		At Level 2, the student is able to <ul style="list-style-type: none"> participate in a group oral presentation (e.g., choral reading, readers' theater, or play performance); present an excerpt from a dramatic work containing dialect and interpret the literal meaning of the passage; select appropriate resource material for further study of a topic in a nonfiction excerpt and integrate the resources; analyze and create visual and verbal symbols using multiple texts; develop a variety of strategies for extending vocabulary (e.g., context, analogy, derivation, etc.).
		At Level 3, the student is able to <ul style="list-style-type: none"> create a story on tape (e.g., sound effects, background music, etc.); perform a dramatic presentation/monologue; create and present an original project involving the thematic similarity in several genres.

Standard Number:		3.0 Viewing and Representing
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	C	At Level 1, the student is able to <ul style="list-style-type: none"> select the type of conflict (man vs. man, man vs. environment, man vs. himself, and man vs. supernatural, et al.) in a photograph.
A	T	At Level 2, the student is able to <ul style="list-style-type: none"> select the appropriate persuasive device in a given ad (e.g., famous people say, new and improved, everybody's using it, if you want to be popular, et al.);
A	M	<ul style="list-style-type: none"> infer the mood or tone in a photograph.
A	T	At Level 3, the student is able to <ul style="list-style-type: none"> prioritize the most reliable media sources given four different sources (e.g., personal journal, interview, authorized biography, People magazine, et al.).
Performance Indicators		As documented through teacher observation -
Teacher:		
		At Level 1, the student is able to <ul style="list-style-type: none"> develop media applications for a variety of audiences and purposes.
		At Level 2, the student is able to <ul style="list-style-type: none"> use media to view, read, write, communicate, and to create;

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		<ul style="list-style-type: none"> distinguish a persuasive device in an advertisement or a portion of a speech (e.g., propaganda, emotional appeal, bandwagon); research, organize, interpret, and present information from print and nonprint media; analyze the impact of media on daily life; analyze the validity and effectiveness of resources.
		At Level 3, the student is able to <ul style="list-style-type: none"> appraise the validity and effectiveness of multiple resources.

Standard Number:		4.0 Speaking and Listening
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	T	At Level 1, the student is able to <ul style="list-style-type: none"> determine appropriate preparation for an oral presentation to a specified audience or a special interest group.
A	T	At Level 2, the student is able to <ul style="list-style-type: none"> determine the interest level of an audience through nonverbal communication (e.g., While you are giving a presentation to your classmates, you know that they are interested in what you are saying when . . .).
A	T	At Level 3, the student is able to <ul style="list-style-type: none"> choose the appropriate volume, pitch, rate, diction, inflection, gestures, or body language when delivering a speech (e.g., When delivering a speech, you can best convey your enthusiasm for a topic by . . .).
Performance Indicators		As documented through teacher observation -
Teacher:		
		At Level 1, the student is able to <ul style="list-style-type: none"> give and receive directions accurately and succinctly; prepare and give oral presentations to specified audiences.
		At Level 2, the student is able to <ul style="list-style-type: none"> interpret and evaluate the level of audience interest in both the roles of presenter and audience.
		At Level 3, the student is able to <ul style="list-style-type: none"> analyze and select effective delivery techniques in both the roles of presenter and audience.

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